

School Accountability Report Card Reported for School Year 2003-04

Published During 2004-05

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Boss (Johanna) High School	District Name	California Education Authority
Principal	Larry Cone (A)	Superintendent	Tami Mckee-Sani (A)
Street	7650 S. Newcastle Road	Street	4241 Williamsborough Drive
City, State, Zip	Stockton, CA 95215	City, State, Zip	Sacramento, CA 95823
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School Description and Mission Statement

Johanna Boss High School (JBHS) is a comprehensive high school located on the campus of O.H. Close Youth Correctional Facility. This institution, located in the northern San Joaquin Valley, is one of eight institutional schools under the direction of the California Youth Authority. The facility houses approximately 280 young men with an age range of 12 to 22 years. The majority of the students are between the ages of 16-17 years of age. JBHS provides an education program that meets the state standards, including the areas of English Language Development, Title I – basic skills, introductory vocational training, and special education. Impact of Crime Victims and Anger Management are the character education classes that are an integral part of the curriculum. The program places a great emphasis on an understanding of the pain and grief inflicted on individuals and families by the ward's criminal behavior, which resulted in their incarceration.

The mission statement for JBHS: **“The mission of Johanna Boss High School is to educate students to be well prepared to succeed and to contribute to their communities as ethical, respectful, responsible and tolerant lifelong learners, with an overall goal to enrich society with their skills, abilities, talents and imagination.”**

The Mission Statement for the California Education Authority (CEA): **“The mission of the California Education Authority is to empower each student to become a civil, responsible, employable and knowledgeable lifelong learner.”**

Opportunities for Parental Involvement

Contact Person Name	Larry Cone	Contact Person Phone Number	209-944-6155
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Parents are encouraged to visit their sons during regular visiting hours on Saturday and Sunday. Parents of special education students are encouraged to participate at the Individual Education Plan (IEP) meetings. Once a month the Family Council meets to discuss the programs and services for their students. The parents are encouraged to be active participants. The parents are also encouraged to contact the education department for reports of their son's educational progress.

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	109
Grade 1	0	Grade 10	93
Grade 2	0	Grade 11	59
Grade 3	0	Grade 12	47
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	2		
Ungraded Elementary	0	Total Enrollment	311

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	74	23.7	Hispanic or Latino	170	50
American Indian or Alaska Native	2	0.6	Pacific Islander	0	0
Asian	11	3.5	White (Not Hispanic)	50	16
Filipino	0	0	Multiple or No Response	4	1.2

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	03/05	Date Last Discussed with Staff	Monthly Meetings
<p>All personnel are provided with personal alarms, which are tested daily prior to the arrival of students. Classrooms are equipped with an inter-com system, which permits staff to have immediate communication with the correctional officer assigned to the school area. Fire evacuation maps are posted in common use areas. All classrooms are equipped with fire extinguishers and are checked by the on grounds fire department for compliance. The high school conducts quarterly fire drills in conjunction with the security section of the institution. The same drill is utilized for our earthquake and natural disaster plan. The notification begins from the main control center. Supervision of the students during the drills is a joint responsibility between the faculty and the security staff. School security staff is responsible for all movement between classrooms, movements to and from school as well as searching students for contraband upon entry and exiting of the school area. There is an institutional safety committee with representatives of all areas of the institutional departments that meets monthly to address health and safety issues. Safety training is ongoing for all school personnel.</p>			

School Programs and Practices that Promote a Positive Learning Environment

The vision of the Johanna Boss High School faculty is to provide a humane, nurturing climate committed to providing a learning community. The teaching staff works collaboratively with the security staff, living unit staff, treatment team and parole agents in addressing the social and academic needs of the students. The education and treatment community establishes opportunities for artistic and creative expression of individual abilities and talents in the form of contests: art, essay, athletic, and poetry.

JBHS is a secondary school that includes grades 7-12. The majority of students are enrolled in grades 9-12. The academic year begins on July 01 and ends June 30. The academic year is divided into three trimesters of four months each. The last five days of the trimester is designated as finals week. There are 300 minutes of instructional time per day with four class periods of 75 minutes each.

The high school provides an education program that meets the California State curriculum standards. Educators are encouraged to infuse character education, which includes value-based themes into their curriculum. All students have a value-based educational program. A team of "foster grandparents" is also utilized to help assist students with their learning and act as mentors.

All students are assigned an academic advisor who is charged with reviewing their High School Graduation Plan.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	0	0	0	0	0	0
Rate of Suspensions	0	0	0	0	0	0
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

O.H. Close Youth Correctional Facility (OHCYCF) was built in 1966. Other than the surrounding security fencing and metal detector, the facility appears as any small high school does. There are twenty-five classrooms/shops that provide academic and vocational education. Each classroom has a television, video player and multiple student computers. The physical education department utilizes the gymnasium. All individual educational centers have a restroom for the students use. Security and intercom systems within the education department are in the process of being updated. Several classrooms have been painted within the past two years.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	2	4	3	3.6	4.4	5.8	32	35	36
Mathematics	3	0	-	3	6	2.5	31	35	34
Science	1	3	-	2	4.3	2.5	30	27	25
History-Social Science	2	3	2	6.6	2.9	4	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	0	0	0	0	2	0	1
Mathematics	-	-	-	-	-	-	-
Science	-	-	-	-	-	-	-
History-Social Science	0	0	0	0	2	0	1

CST – Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	3	-	0	3	0	0	3	-
Mathematics	-	-	-	-	-	-	-	-
Science	-	-	-	-	-	-	-	-
History-Social Science	2	-	0	2	0	0	2	-

Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	17	9	13	9.47	8.24	---	43	43
Mathematics	---	13	8	7	6.6	6.6	---	50	51

NRT- Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

-Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	0	-	-	-	8	-	12
Mathematics	6	-	-	-	6	-	9

NRT- Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	9	-	0	9	-	-	9	-
Mathematics	8	-	0	8	-	-	8	-

Local Assessment PENDING

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
K									
1									
2									
3									
4									
5									
6									
7									
8									
9	2	15	12	2	1	0	4	12	12
10	4	15	15	14	12	3	4	13	14
11	2	23	15	51	56	28	3	17	14
12	0	0	6	63	71	52	0	0	2

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tq/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	-	-	-	-	-	-	24.8	26.7	22.9
7	-	-	-	-	-	-	29.1	31.3	27.0
9	28.2	-	28.2	14.9	-	14.9	26.3	25.3	27.2

Academic Performance Index (API) **NA**

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested				Percent Tested			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Statewide Rank							
Similar Schools Rank							

Johanna Boss High School is not participation in API. We are classified by CDE as an alternative school. Our data is found in the Alternative School Assessment Model (ASAM).

API Subgroups – Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups – Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score				API Growth Score			
Growth Target				Actual Growth			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Identified for Program Improvement	---	0.0

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---			---		

Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---			---		
African American	---			---		
American Indian or Alaska Native	---			---		
Asian	---			---		
Filipino	---			---		
Hispanic or Latino	---			---		
Pacific Islander	---			---		
White (not Hispanic)	---			---		
Socioeconomically Disadvantaged	---			---		
English Learners	---			---		
Students with Disabilities	---			---		

Average Class Size and Class Size Distribution

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					18	4			18	4		
Mathematics					18	4			18	3		
Science					18	1			18	2		
Social Science					18	6			18	6		

Class Size Reduction NA

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K			
1			
2			
3			

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that **all** teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	0.0	0.0
All Schools in District	---	
High-Poverty Schools in District	---	
Low-Poverty Schools in District	---	

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers		22	24
Teachers with Full Credential		22	24
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)		0	1
Teachers in Alternative Routes to Certification (district and university internship)		0	0
Pre-Internship		0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)		0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)		0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	0
Total Teacher Misassignments	---	---	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	3	2
Master's Degree plus 30 or more semester hours	44	23
Master's Degree	13	12
Bachelor's Degree plus 30 or more semester hours	31	38
Bachelor's Degree	3	6
Less than Bachelor's Degree	6	19

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	8

Teacher Evaluations

Educators are evaluated a minimum of once a year. The evaluation process involves classroom observation by the assistant principal or principal. A standardized rubric is used during the classroom observation evaluation period. The evaluation is intended to be a cooperative effort with the teacher. The focus of the observation is on the description of the students enrolled and the specific curriculum. The description of the various strategies used to assist the student achieve is also considered. Review of classroom operations, student files, grading procedure and student attendance is also completed during the classroom observation.

Substitute Teachers

Substitute teachers are permanent intermittent teachers, retired annuitants or temporary appointed teachers. All have a minimum of a 30-day emergency teaching permit, passed the CBEST, and have undergone the CEA background check. JBHS was without a substitute pool for the 2004 year.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	0
Librarian	0
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	12

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

VII. Curriculum and Instruction

School Instruction and Leadership

Teachers have received training specifically designed for second language students. The teachers in the literacy classes have also received instruction on strategies in the classroom to ensure the students are gaining reading comprehension, developing oral reading and writing skills. JBHC has attained accreditation from the Western Association of Schools and Colleges (WASC). The school has a site-based leadership team that provides guidance and communication related to achieving the school wide goals.

Professional Development

JBHS has eight pupil free professional development days. They are on the school master calendar that is developed each July. During the development days the faculty works on issues supporting accreditation, institutional safety, employee safety, as well as, new policy and procedures in the Youth Authority, OHCYCF, and education department.

Quality and Currency of Textbooks and Other Instructional Materials

Textbooks have been purchased within the past five years. The new English Language Arts curriculum has been established and textbooks purchased this year. The consumable student workbooks for the English Language Arts curriculum need to be part of the annual budget. Educational materials for the social science and science curriculum need to be purchased and well. During the 2004-2005 school year several classrooms will receive student computer upgrading which will include implementation of a student network.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	Consumable student workbooks purchase in process
Mathematics	Additional tests/replacement – 2005 purchase in process
Science	Recently purchased
History/Social Science	Purchase in process
Foreign Language	-
Health	-
Science Laboratory Equipment (grades 9-12)	Lab equip/computerized lab program to be considered

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8	64,800	54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	230	180 days
10	230	180 days
11	230	180 days
12	230	180 days

Total Number of Minimum Days

During the 2003-2004 school year JBHS had 48 minimum school days.

VIII. Post-Secondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	0	0	0
Computer Science	0	0	0
English	0	0	0
Foreign Language	0	0	0
Mathematics	0	0	0
Science	0	0	0
Social Science	0	0	0

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required For UC and/or CSU Admission	Percent of Students Enrolled in Courses Required For UC and/or CSU Admission
0	0	0

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
0	0	0.0

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment									
Percent of Grade 12 Enrollment Taking Test									
Average Verbal Score									
Average Math Score									

College Admission Test Preparation Course Program

Johanna Boss High School does not have a college admission test preparation course

Degree to Which Students Are Prepared to Enter Workforce

Approximately 99% of the students at JBHS are enrolled in the core high school program. All special education students have a transition plan as part of their Individual Education Plan.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
164	0	0	0	0	0	0

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	42,860.00	48,450.00
Mid-Range Teacher Salary	58,656.00	67,452.00
Highest Teacher Salary	67,512.00	86,454.00
Average Principal Salary (Elementary)	NA	NA
Average Principal Salary (Middle)	NA	NA
Average Principal Salary (High)	77,772.00	90,200.00
Superintendent Salary	106,248.00	128,194.00
Percent of Budget for Teacher Salaries	95.0	
Percent of Budget for Administrative Salaries	1.0	

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars Per Student (ADA)	Dollars Per Student (ADA)
\$46,595,000.00	0	0	

Types of Services Funded

Title 1/ESEA - Neglected and Delinquent

Title 3/ELL

Carl Perkins/Part A - State Leadership

Carl Perkins/Part B - Secondary Education

Workforce Investment ACT – Adult Education, Family Literacy

Special Education/IDEA Part B

Library-Media Program

Prop 98/General Fund

Lottery – State Special Fund